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ABSTRACT

A multicultural enrichment program in which students from 123 fifth- and sixth-grade classrooms from the District of Columbia Public Schools learned about foreign countries by studying a foreign embassy, is evaluated. Chapter I outlines the main components of the program. Chapters II and III concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by evaluation results for each of the program's four stated objectives. Appendices, which make up over half of the report, include the evaluation schema, suggested activities for participating teachers, a list of embassy adoption program embassies and schools, a chart showing student knowledge level, results of student questionnaires, information and forms on Mini United Nations instruction, information and evaluation of a teacher workshop on implementation of the Embassy Adoption program, questionnaire results, and an embassy visit trip confirmation form. Findings show that during the 1983-84 school year, the Embassy Adoption Program reached its goal of providing over 1,000 fifth- and sixth-grade students with the opportunity to increase their knowledge and appreciation of other countries. Students were able to demonstrate their knowledge in the areas of culture, history, government, and geography as observed in classrooms, embassy visits, and Mini United Nations activities. (LH)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

THE EMBASSY ADOPTION PROGRAM

FINAL REPORT

1983-1984

Prepared by
Division of Quality Assurance

1983-1984

THE EMBASSY ADOPTION PROGRAM

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SUMMARY AND FINDINGS

Title

The Embassy Adoption Program

Project Coordinator

Susan Deerin

Target Population

Fifth and sixth grade students from the four administrative regions of the D.C.P.S. whose teachers have volunteered for the program

Background and Project Description

Beginning in 1975, the Women's Committee of the Washington Performing Arts Society and the D.C. Public Schools (first ESEA then ECIA, Chapter 2) co-sponsored the Embassy Adoption Program in which students from 123 fifth and sixth grade classrooms learned about foreign countries, through cooperation with 55 different embassies. As culminating activities to the studying, students visited their adopted embassy and participated in the Mini United Nations program.

Stated Objectives

A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

D: Public-private co-sponsorship of the Embassy Adoption program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

Findings

1. There were 37 schools and embassies participating in the program representing a 19% increase over the previous year.

2. Participating schools were equally distributed throughout the regions with 9 each in Regions A, B and C, and 10 in Region D.

3. Eighty percent (80%) of the students in participating classes completed a satisfactory paper or project concerning the adopted country, many of which were presented during visits to the embassies.

4. An analysis of 589 student questionnaires showed that 99% of the students felt they had learned something about their adopted country, 97% liked the country, and 96% considered visiting it someday.

5. Participation in the Mini United Nations included 95% of the project schools. An ambassador and three delegates represented their country's viewpoint and debated on the following: Nuclear freeze and disarmament; social and economic consequencies of the arms race; reduction of military budgets; peace and conflict.

6. The teacher workshop was reported by participants to be valuable as follows: Manner of presentation exciting (93%); clarity high (93%), value high (89%); knowledge gained great (97%); objectives met (100%).

7. The majority of teachers and Women's Committee Members reported that the purpose of the program was met in the five areas as demonstrated by above average ratings on students increased knowledge of culture, history, government and geography and their greater respect for cultural differences.

8. Public-private cosponsorship of the project was demonstrated by the Washington Performing Arts Society raising funds ($4,722.65) to supplement the ECIA Chapter 2 budget and providing volunteers to act as liaisons between schools and embassies. With their assistance the DCPS budget has been kept at $29.20 per project pupil.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the Embassy Adoption Program was to provide selected 5th and 6th grade DCPS students and their teachers with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Need - Living in the present with modern transportation and communication bringing other countries so close, it is essential to learn about and to appreciate other places in the world. Understanding the backgrounds of other nations can lead to greater acceptance of differences. In the DCPS Social Studies Curriculum, the sixth grade program includes a systematic study of world cultures, geography and government. Learning occurs better through first hand experiences. Although travel to foreign countries is not possible yet for most children, visits to embassies and participation in Mini United Nations can simulate some of the experience.

History - In 1975, the Women's Committee of the Washington Performing Arts Society and the ESAA Program of the D.C. Public Schools, initiated the Embassy Adoption Program in which the students study foreign countries as part of the curriculum. Since the 1982-83 school year, sponsorship of the DCPS portion of the program has been provided by ECIA Chapter 2. Between 1975 and 1984, 123 fifth and sixth grade classrooms have participated. Embassies which have taken part in the program in the past, or participated during the 1983-84 school year, are as follows:

Argentina
Australia
Austria
Bahrain
Bangladesh
Belgium
Bolivia
Botswana
Brazil
Cameroon
Canada
Chile
Cyprus
Dominican Republic
Ecuador
Egypt
France
Germany
Great Britain
Greece
India
Indonesia
Iran
Israel
Italy
Ivory Coast
Japan
Jordan
Kenya
Korea
Kuwait
Malaysia
Mexico
Morocco
Netherlands
New Zealand
Niger
Nigeria
Pakistan
People's Republic of China
Peru
Phillipines
Saudi Arabia
Spain
Sri Lanka
Surinam
Switzerland
Tanzania
Thailand
Trinidad & Tobago
Tunisia
Turkey
U.S.S.R.
Yugoslavia
Venezuela

Description of the Project

General

The Embassy Adoption Program is a multi-cultural enrichment program designed for fifth and sixth grade students in the D.C. Public Schools, who have the unique opportunity of utilizing the resources of the embassies located in Washington, D.C.

After assignments of embassies, teachers and Women's Committee volunteers from the Washington Performing Arts receive training and packets of materials giving information on the program and offering suggestions for working with students. Embassy officials also receive information on their expected roles. A "get acquainted" tea is held at a local embassy to provide teachers, principals and embassy representatives an opportunity to meet one another and plan activities which are based on individual needs. The Women's Committee volunteers act as liaisons between the schools and the embassies. Fundraising activities, a responsibility of the Women's Committee, are planned to help supplement the ECIA Chapter 2 budget and is mainly used for transportation needs.

Embassy Visits

The children learn about their "adopted" country using materials provided by the embassy as well as resources secured by the teacher, the Women's Committee Volunteer and the school librarian. The particular country's viewpoint on specific global issues, which relate to the interdependence of nations, is emphasized. During the year each student prepares a paper or project on his or her "adopted" country, the best of which are presented when the class visits the embassy as one of the culminating activities of the program. Many of the classes also prepare music, art, skits or other cultural demonstrations for embassy members. The embassy representatives frequently visit the schools and talk to the students. Cultural activities and usually native food are prepared by the embassies for the participating students.

The Mini United Nations

Classes participating in the Embassy adoption program elect an ambassador and three delegates to attend a Mini United Nations Assembly where they debate and vote - from the viewpoint of their "adopted" country - on resolutions which relate to an issue of international concern.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based presented in the PMI reporting format. Supporting data are in the Appendix.

Objective A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

There was agreement between all observed and intended inputs except clerical assistance. Most of the clerical requirements were needed in the summer. Student clerical assistance was to be provided by a program that failed to materialize. Some clerical help during the year was provided by the Office of Instruction. Other personnel inputs, all in agreement, included the project director, teachers, students, Washington Performing Arts Society Women's Committee Volunteers, school library-media specialists and Embassy representatives. Materials observed to be in agreement with the intended items included suggested activities for participating teachers, sufficient materials and supplies and evaluation questionnaires.

All observed processes were in agreement with the corresponding intended processes. The project director identified 37 schools and embassies to participate (a 19% increase over the previous year), teachers selected the countries they wished to study and were given one of their three choices, curriculum packets were prepared and distributed to participating teachers, suggested activities were distributed to teachers and embassies, students were presented with information about their adopted country and they prepared papers and projects which they presented during their embassy visits in the spring. Teacher and student evaluation forms were completed and submitted to the Evaluation Unit.

The status of both outcomes was that of agreement. The first contained data from a 59% sampling of teachers showing that 80% of the students had satisfactorily completed a paper or project. The second were the results of the analysis of 589 student questionnaires showing positive responses in the areas of learning about their country, liking it and considering visiting it, thus demonstrating their appreciation of their adopted country.

Through participating in this program, students did demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations, meeting the requirements of Objective A.

Objective B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

The added inputs for Objective B were all in agreement between observed and intended items. Inputs, in addition to those listed under Objective A included school system volunteers and/or aides, participating embassies, space to hold the Mini United Nations (Marie Reed School), and information on the global issue topic (Nuclear Disarmament).

All processes had agreement between observed and intended items. The project coordinator planned and coordinated the Mini United Nations, coordinated production and dissemination of the packet and gave teachers instructions on its use. Teachers planned and implemented the classroom activities following the prescribed curriculum. An ambassador and three delegates were selected from each class to debate and vote as representatives of their adopted country.

There was also agreement between the observed and intended outcome. Out of the 37 classes, 35 (95%) sent an ambassador and three delegates to represent their country's view and to debate in one of four committees -nuclear freeze and disarmament, social and economic consequences of the arms race, reduction of military budgets, and peace and conflict. Having shown agreement on this outcome, Objective B was met.

Objective C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

All additional inputs showed agreement between observed and intended items. There was adequate space to hold workshops in the Social Studies Department of the Instructional Services Center. Informational packets for teachers and for Women's Committee Volunteers were ready for distribution at workshops. Evaluation questionnaires were on hand. Materials and supplies were adequate.

Five of the six processes were in full agreement with one observed as partially agreeing with the intended item. Items in agreement included the conducting of training workshops for teachers and Women's Committee Volunteers, the distribution of information packets to them, the use of the materials in the classrooms, and the completion of questionnaires by teachers and Women's Committee Members. The item showing partial agreement concerned the completion of workshop evaluations. This was done by teachers but the project coordinator decided that with Women's Committee Volunteers because of the time factor she would use oral feedback only.

There were three outcomes for Objective C and the status observed was that of agreement with all of the intended items. The first was concerned with the workshop evaluations. The majority of the teachers found them to be valuable as follows: Manner of presentation exciting (93%), clarity high (93%), value high (89%), knowledge gained great (97%) and objectives met (100%). The second outcome measured teachers' feelings regarding meeting the purpose of the program with their students. They reported that students increased their knowledge of the culture of their adopted country (reported by 100% of the

teachers), history (88%), government (84%) and geography (100%), and that the students gained greater respect for cultural differences (100%). The third outcome measured Women's Committee Volunteers' feelings on the degree to which the purpose of the program was met. Eighty-nine percent (89%) of the volunteers felt there was an above average increase by students in their knowledge of the culture of their adopted country, history (66%), government (33%) and geography (66%). A greater respect for cultural differences was reported by 66% of the women.

Objective C states that after participating in the workshops, teachers and Women's Committee Members would implement the program so that students would attain the project goal. The above proceses and outcomes show that the objective was met.

Objective D: Public-private co-sponsorship of the Embassy Adoption program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

The five additional inputs showed status of agreement between intended and observed items, including principals of participating schools, participating embassies, space for fundraising activities (the main fundraiser was held at the Embassy of Netherlands), buses and other transportation for embassy visits and sufficient supplies and materials.

The nine observed processes all were in agreement with the intended processes. The kick-off-tea was held at the Turkish Embassy. The main fundraiser was a holiday brunch providing funds for transportation for embassy visits with payment arranged through an accounting system set up with the Washington Society for the Performing Arts. Women's Committee volunteers assisted in writing press releases, in gathering information for teachers about their adoptive countries, in scheduling activities and embassy visits and in accompanying classes to embassies. The project coordinator who also assisted in those activities, monitored the Women's Committee Members' assignments.

Both observed outcomes were in agreement with their intended outcomes. Fundraising by the coordinator and the Women's Committee members totaled $4722.65 which was $1700 more than the previous year. All project schools had liaison with their embassies. A total of 34 WPAS volunteers participated. With the assistance of the Washington Performing Arts Society both in fund raising and in providing volunteers, the DCPS budget for this project has been kept at $29.20 per project pupil. With both outcomes showing agreement status, Objective D has been met.

Conclusion

The Embassy Adoption Program reached its goal of providing 5th and 6th grade students the opportunity to increase their knowledge and appreciation of other countries. Students were able to demonstrate their knowledge in the areas of

culture, history, government and geography as observed in classrooms, embassy visits and Mini United Nations activities. Project teachers and Women's Committee volunteers received training and then implemented the program. Public-private cosponsorship of the project was demonstrated with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 program and providing volunteers to act as liaisons between participating schools and embassies. During the 1983-84 school year, 37 schools and embassies participated in a very successful program which helped to widen the horizons of over 1000 children as evidenced by reports from WPAS volunteers, teachers and students. A recommendation from the evaluation findings would be a provision for more definite clerical assistance. The results of the project indicate that all objectives were reached.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project director	Agreement	a. Members of the Evaluation Unit met with the Project Coordinator.
b. Clerical assistance	Discrepancy	b. Many of the clerical requirements were needed in the summer, such as for typing the Mini United Nations' curriculum. A program was to be established at Banneker to provide student assistance. However, the program did not materialize so no help was forthcoming. The project coordinator used the Office of Instruction for some assistance when the clerical help there was not too busy.
c. Teacher volunteers	Agreement	c. The list of participating teacher volunteers was submitted to the Evaluation Unit.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
d. Participating students	Agreement	d. Participating students were those in the classes of the teachers who volunteered for the program, with class lists available in the schools. Their participation began after teachers were trained and the Kick-off-Tea was held.
e. Women's Committee volunteers	Agreement	e. Participating Women's Committee Volunteers were listed on the information sheet on file containing the names of the school, teacher, grade, principal, Embassy, Embassy Contact and WPAS Liaison, the last being the Women's Committee Volunteers.
f. School library-media specialists in participating schools	Agreement	f. School library-media specialists were listed in school rosters available at the schools and had demonstrated their commitment to participate through communication with the project coordinator described to the evaluators.
g. Embassy representatives	Agreement	g. Names of Embassy representatives were listed on the information sheet described above (e).
h. Suggested activities for participating teachers	Agreement	h. Evaluators examined the memorandum to participating teachers, dated January 11, 1984 outlining the teacher's role in the program. A list of suggested activities was also prepared for teacher use. (See Appendix B)

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Sufficient materials and supplies	Agreement	i. The Project Coordinator verified that materials and supplies as provided by the Office of Instruction was adequate.
j. Evaluation questionnaires	Agreement	j. Evaluation questionnaires were designed by the Project Coordinator together with Evaluation Unit during the 1982-83 school year, and were used again during the 1983-84 year.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project director will identify at least 34 embassies and 34 schools to participate in the program.	Agreement	1.1 The information sheet submitted to the evaluators containing names of participating schools and embassies, listed 37 of each. This represents a 19% increase over the previous year. The participating schools were equally distributed throughout the regions with nine each in Regions A, B and C, and ten in Region D. See Appendix C for list of participating embassies and the schools they adopted.
1.2 Teachers will select a country to study from those embassies that have agreed to participate.	Agreement	1.2 Teachers who were in the program the previous year filled out forms indicating their first, second and third choices. These forms were examined by the evaluators. All requests were fulfilled with one of the three choices. Assignments to teachers new to the program were on a first come, first served basis.
1.3 The project director will direct the preparation of curriculum packets and other teacher materials.	Agreement	1.3 The Project Coordinator coordinated preparation of the materials which were examined by the evaluators. Curriculum materials were critiqued by the Social Studies department with suggestions implemented as verified by the project evaluator.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.4 Teachers and embassy with a list of suggested activities by the Project Coordinator and Women's Committee members.	Agreement	1.4 A list of activities and other materials were provided to teachers at a workshop on January 11. The list, revised by the evaluators, was also sent to embassy representatives to be used as a resource in planning activities with students. (See Appendix B.)
1.5 Students will be presented with information about their adopted country from the embassy, the classroom teachers, librarian, and Women's Committee volunteers, through activities such as demonstrations of art, dance, music, crafts and ethnic foods; loan of brochures, flags, posters; presentations of films and classroom speakers; pen pals and art exchange.	Agreement	1.5 The student involvement in the program began in late February after the Kick-off-Tea which was held on February 23, 1984 at the Turkish Embassy. The embassies provided individualized resources, some of which were examined by the evaluators. The coordinator provided the teachers with National Geographic Magazines containing information on their countries some of which were examined by the evaluators. They also gave them packets of information. The project coordinator verified that library-media specialists also provided supplementary information.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.6 Students will prepare papers or projects on their adopted country, the best of which will be selected for presentation at the embassy visit. Where teachers have chosen to do so, students will prepare a song, dance or skit which reflects the adopted country's culture.	Agreement	1.6 The students prepared papers, projects, songs and other presentations reflecting the adopted country's culture as checked by teachers on questionnaires and as observed by evaluators at embassy visits.
1.7 Participating classes will visit their embassies in the spring.	Agreement	1.7 All 37 classes visited their embassies with several of the visitations observed by the evaluators. One group had an extra treat when the Embassy of New Zealand invited them to come back and visit one of their ships that was in port. Photographs taken at the sites are further evidence of the visits.
1.8 By June, 1984 participating teachers will report the total number of their students who have completed satisfactory papers or projects demonstrating their knowledge of the culture, history, government and/or geography of their adopted country, and the total number of students in their classes.	Agreement	1.8 Teacher evaluation forms analyzed by the evaluators showed that teachers did report on the number of students who completed satisfactory papers or projects.
2.1 Students participating in the EAP program will complete a project evaluation questionnaire.	Agreement	2.1 Student questionnaires were completed by the students and submitted to the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data from a sample of project teachers, submitted by the EAP Project Coordinator to the ECIA Chapter 2 Evaluation Unit by June, 1984, will show that at least 80% of the students in participating classes have acquired knowledge of the culture, history, government and/or geography of their embassy country as measured by teacher evaluation of a paper or project on the adopted country.	Agreement	1. Results of analysis of 25 teacher questionnaires with 22 teachers responding to the questions (a 59% sample of the total 37) showed that 80% of the students had satisfactorily completed a paper or project on the adopted country. (See Appendix D.) Several of these were observed by the evaluators during class and embassy visits. Included were papers on historical events and persons, clothing, education, entertainment, government and geographical information. Projects included maps, flags, representative murals and other art work.
2. Data from a sample of students, submitted by the EAP Project Coordinator to the ECIA Chapter 2 Evaluation Unit by June, 1984 will show that at least 80% of the students in the program have demonstrated their appreciation of their adopted country by positive responses on a questionnaire.	Agreement	2. Results of analysis of 589 student questionnaires (approximately 50% sample) showed that 99% of the students felt they had learned something about their EAP country of which 78% felt they had learned a lot; 97% liked the country they had studied, with 59% liking it more than previously; and 96% would consider visiting their EAP country someday with 70% definitely liking to visit. (See Appendix E.)

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "h" are the same as in Objective A. Please see page 1.		
i. School system volunteers and/or aides	Agreement	i. The project coordinator verified that there were four voulnteer aides assisting in the Mini United Nation planning and implementation. Two of the volunteers were from the school system and two were from the Women's Committee of the WPAS.
j. Participating Embassies	Agreement	j. Evaluators have a list containing the names of participating embassies.
k. Space to hold Mini United Nations' meeting	Agreement	k. The place where the Mini United Nations meeting was held, was the Marie Reed school, as observed by evaluators.

OBJECTIVE B

PART II (continued)

INPUTS

INTENDED	STATUS	OBSERVED
1. Information on the specific global issue topic	Agreement	1. Information on the specific topic was distributed to teachers at the January meetings, samples of which are on file in the Evaluation Unit office. Evaluators received copies. The topic was Nuclear Disarmament.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Project Coordinator will plan and coordinate the Mini United Nations Program using school system volunteers and/or aides.	Agreement	1.1 Planning took place as evidenced by memos and materials on file describing and scheduling activities.
1.2 The Project Coordinator will coordinate production and dissemination of the Mini United Nations Packet.	Agreement	1.2 The packet, examined by the evaluators was distributed to teachers during the January meetings. The packet contained a 60 page curriculum booklet for the United Nations program written by Carole Bailey, a DCPS teacher. (See Appendix F for Table of Contents.) Other materials on the Mini United Nations portion of the Embassy Adoption were examined by the evaluators and are on file in the coordinator's office. The Project Coordinator described some of the production and dissemination activities. For example, the librarian at the United Nations Information office in D.C. researched position papers of the participating countries on the issue.
1.3 Teachers will receive instruction in the use of the Mini United Nations Packet.	Agreement	1.3 The Project Coordinator verified that teachers did receive instruction on the use of the Mini United Nations Packet. These were outlined in a memorandum dated January 11, 1984 on "Background and Steps for Implementing the Mini United Nations Program".

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.4 Teachers will plan and implement classroom activities in preparation for the Mini United Nations.	Agreement	1.4 Teachers followed the curriculum outline in preparation for the Mini United Nations, in interviews by teachers, observed in classrooms and reflected at the Mini United Nations sessions.
1.5 Participating classes will elect delegates to the Mini United Nations.	Agreement	1.5 Delegates were elected in the spring following directions provided by the coordinator, (see Appendix G) and verified by completed, teacher response forms (see Appendix H) examined by the evaluators. Also selected were two students to represent the Secretary General, based on recommendations and try-outs as observed by the evaluators.
1.6 Students elected as delegates to the Mini United nations will prepare to debate and vote on an issue of global importance from the point of view of their adopted countries.	Agreement	1.6 Students were observed preparing to debate and vote on the Mini United Nations. In some classes, the whole group was involved. In others, the elected ambassador and delegates worked together with the teacher using materials provided.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted by the EAP Project Coordinator to the ECIA Chapter 2 Evaluation Unit by June, 1984 will show that elected representatives (an ambassador and three delegates) from at least 80% of the classes will represent the views of the adopted country on an issue of international concern, at a Mini United Nations Assembly.	Agreement	1. Credentials (see Appendix I) were submitted to the elected Secretary General of the Mini United Nations for 35 out of of the 37 classes (95%) for an ambassador and three delegates to represent their country's viewpoint and to debate in one of the four committees as follows: a. Nuclear Freeze and Disarmament; b. Social and Economic Consequences of the Arms Race; c. Reduction of Military Budgets; d. Peace and Conflict. (See Agenda, Appendix J.)

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "e" are the same as in Objective A. Please see page 1.		
f. Adequate space to hold workshops	Agreement	f. Space in the Social Studies Department of the Instructional Services Center of Langdon Elementary School was observed by the evaluators and verified by the project coordinator as being adequate.
g. Informational packets for teachers	Agreement	g. Informational packets for teachers were examined by the evaluators.
h. Informational packets for Women's Committee volunteers	Agreement	h. The packets for Women's Committee Volunteers were distributed at the workshop held on February 14, 1984. (See Appendix K for the role of the Women's Committee Volunteers as included in the packets.)

OBJECTIVE C

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Evaluation questionaires for teachers and WPAS Women's Committee Members.	Agreement	i. The previous years' questionnaires were updated, and were on file.
j. Sufficient materials and supplies	Agreement	j. The project coordinator verified that materials and supplies were sufficient.

OBJECTIVE 3

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Project Coordinator will conduct training workshops for project teachers and Women's Committee Members.	Agreement	1.1 The training workshops for teachers were held on January 11 and 20, 1984 and the workshop for Women's Committee Members was held on February 14, 1984 as evidenced by memos, rosters, and evaluation forms. (See Appendix L.)
1.2 The Project Coordinator will distribute informational packets to teachers and Women's Committee Members during workshops.	Agreement	1.2 The project coordinator verified that packets were distributed to teachers and Women's Committee Members at their workshops. A sample of teachers and Women's Committee Members verified that they received the packets and found them to be very useful.
1.3 Workshops evaluation instruments will be completed by teachers and Women's Committee Members participating in the EAP.	Partial Agreement	1.3 Teachers' workshop evaluation forms were examined and analyzed by the evaluators. The project coordinator decided not to ask the Women's Committee members for workshop evaluations because of the time factor but to use oral feedback instead.
1.4 Participants will use their materials in the classroom.	Agreement	1.4 Materials were used as observed in a sample of participating classes.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 Teachers will complete questionnaires to see if they felt that the purpose of the program was met with their students.	Agreement	2.1 Questionnaires were distributed in May and analyzed by the evaluators.
3.1 Women's Committee Members will complete questionnaires to see if they felt that the purpose of the program was met.	Agreement	3.1 Questionnaires were distributed in May and analyzed by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Workshop evaluation forms submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June, 1984 will show that the majority of the participants considered the workshops to be valuable for them in facilitating their implementation of the EAP program.	Agreement	1. As may be seen in Appendix M, the majority of participants found the workshop to be valuable. They found the manner of presentation to be exciting (93%), clarity to be high (93%), value to be high (89%), knowledge gained to be great (97%) and objectives to be met (100%).
2. Questionnaires from a sampling of teachers, submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June, 1984 will show that the majority of the respondents will state that they felt that the purpose of the program was met with their students.	Agreement	2. As may be seen in Appendix N the majority of teacher respondents reported that the purpose of the program was met in all five areas included in the project goal. With a rating of 1 as "not at all and 5 as "a great deal," 94% of the responses were above average (4's and 5's). The 4 and 5 area ratings were as follows: Increased knowledge of culture -100% Increased knowledge of history -88% Increased knowledge of government -84% Increased knowledge of geography -100% Gained greater respect for cultural differences -100% Other data were collected on the same questionnaire, from teachers for use by the project coordinator. Results are summarized in Appendix N.

OBJECTIVE C

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. Questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June, 1984 will show that the majority of a sampling of members of the Washington Performing Arts Society surveyed will state that they feel the purpose of the program was met.	Agreement	3. As may be seen in Appendix O, page 78 the majority of the Women's Committee respondents (68% - a total of ratings four and five) reported that the purpose of the program was met. The following percents represent the above average ratings for each of the areas: Increased knowledge of culture -89% Increased knowledge of history -66% Increased knowledge of government -33% Increased knowledge of geography -66% Greater respect for cultural differences -66% Other data were collected from the Women's Committee Members and are summarized in Appendix O.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective D: Public-private co-sponsorship of the Embassy Adoption program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "e" are the same as in Objective A. Please see page 1.		
f. Principals of participating schools	Agreement	f. Principals of participating schools were listed on the information sheet provided to the evaluators.
g. Participating embassies	Agreement	g. Participating embassies were listed on the information sheet provided to the evaluators.
h. Space for fundraising activities	Agreement	h. Space for the main fundraising activity held at the Embassy of Netherlands was verified as adequate by the Project Coordinator.

OBJECTIVE D

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Buses and other transportation for embassy visits.	Agreement	i. The Project Coordinator stated that bus arrangements for the 1983-84 year were made the previous year. The WPAS paid transportation costs.
j. Sufficient materials and supplies	Agreement	j. The Project Coordinator verified that materials and supplies were adequate.

OBJECTIVE D

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will organize the Kick-Off Tea for principals, teachers, embassy representatives and members of the Women's Committee.	Agreement	1.1 The Kick-off Tea was held on February 23, 1984 at the Turkish Embassy, as observed by one of the evaluators who attended the tea.
1.2 The project coordinator and Women's Committee volunteers will have activities to raise funds for transportation and other expenses.	Agreement	1.2 The main fundraiser a Holiday Family Brunch, was held on December 11, 1983 at the Embassy of Netherlands. The theme was "It's a Small World". Following the brunch, was entertainment with an international flavor, according to the program, a copy of which is on file in the evaluators' office.
1.3 Using funds raised by the WPAS, the project coordinator will arrange for transportation for embassy visits.	Agreement	1.3 The Project Coordinator verified that transportation for embassy visits had been arranged. A memo dated June 6, 1984, to the WPAS accountant from the project coordinator, contained a list of all embassy visits which involved bus transportation.
1.4 The project coordinator will arrange for payments through an accounting system set up with the Washington Society for Performing Arts.	Agreement	1.4 The project coordinator explained to the evaluators how payments were made. The accounting system was set up to take care of the payment.
1.5 The project coordinator and Women's Committee Volunteers will write press releases for approval by the school system.	Agreement	1.5 Press releases on the project activities were examined by the evaluators - published in the McLean Providence Journal and Fairfax Herald.

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 The Women's Committee Volunteers will assist in gathering information for teachers, about their adoptive countries.	Agreement	2.1 The Project Coordinator stated that some of the Women's Committee volunteers went to the National Geographic headquarters for information. Upon teachers' requests, the volunteers picked up and delivered materials to and from the embassies. The assistance was also verified by questionnaire responses and conversation with teachers and volunteers.
2.2 The Project Coordinator and Women's Committee members will schedule activities and embassy visits.	Agreement	2.2 Project coordinator and Women's Committee members scheduled activities and embassy visits as shown on the schedule of trip reports, monthly reports to the project manager and evaluation questionnaire results. Examples of activities that some the Women's Committee members performed were classroom demonstrations arranging for students to go to ethnic restaurants. Appendix P shows sample of a trip confirmation.
2.3 Women's Committee members will assist during class visits to the embassy.	Agreement	2.3 Women's Committee members either accompanied the class to the embassy or sent a representative. This was observed by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.4 The Project Coordinator will monitor Women's Committee volunteer assignments.	Agreement	2.4 The Project Coordinator stayed in contact with the Women's Committee members and continued to monitor their activities as the implementation activities took place.

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART III

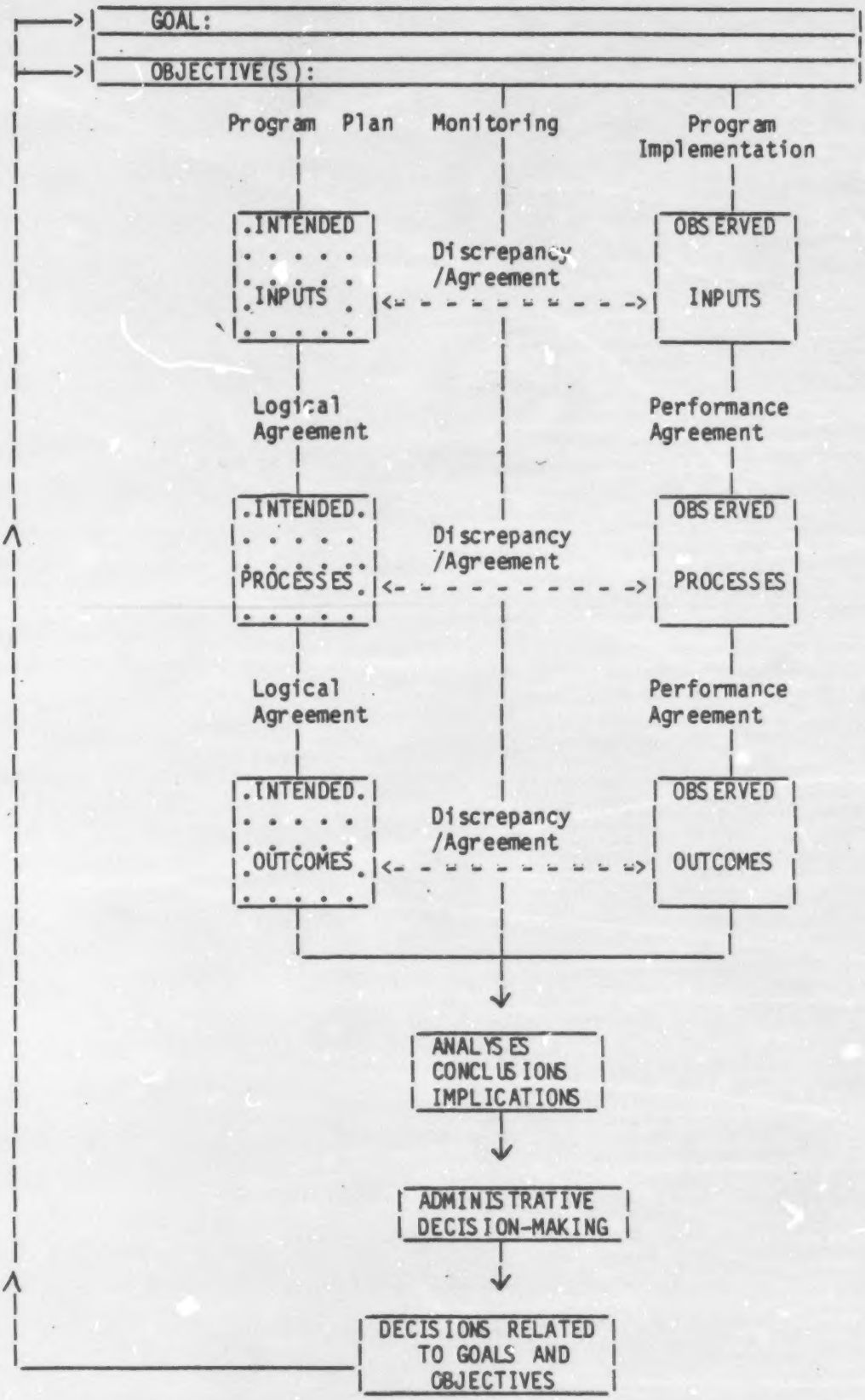
OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project coordinator by June, 1984 will show that at least $3,500 will have been raised from the private sector to cover the cost of bus transportation and for other expenses.	Agreement	1. On file in the evaluation office is a copy of the financial report on the fundraising by the project coordinator and the Women's Committee Volunteers showing that a total of $4,722.65 was raised, $1,700.00 more than the previous year. The outside fundraising helped to make this a cost-effective program. With a total Chapter 2 budget of $32,413, serving 1110 students, the cost per student was $29.20.
2. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project coordinator will verify that at least 34 WPAS volunteers have acted as liaisons between participating schools and embassies.	Agreement	2. Records on file in the evaluation office showed that all project schools had WPAS liaison with their embassies, some schools having two representatives. A total of 34 WPAS volunteers served in this capacity in the program, with three of them serving at two schools and the project coordinator assisting at three.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

SUGGESTED ACTIVITIES FOR PARTICIPATING TEACHERS

Embassy Adoption Program: Suggested Activities

The following is a list of activities which embassies might want to make available to children of the D.C. Public Schools.

1. Send a representative to introductory coffee/tea to meet with teacher and principal of adopted school.
2. Select embassy representative to meet with teacher to plan individualized program for "adopted" class.
3. Arrange embassy visit and light refreshment for class of 30 students.
4. During embassy visit, award prize for best essay which students have written about their "adopted" country.
5. Provide film or slide presentation of country's national life, with emphasis on children's activities.
6. Lend resource materials to the class: children's textbooks, information borchures, posters, children's storybooks, etc.
7. Conduct classroom demonstration and instruction in nation's arts and crafts.
8. Arrange art exchange between American school children and embassy staff children.
9. Conduct a classroom discussion and demonstration of native foods.
10. Discussion of a country's major religion, when pertinent, including a visit to a church, mosque, etc.
11. Arrange pen-pal correspondence between American children and children of another country.
12. Provide demonstration of native songs or dances. This could take place at the school or during the students embassy visit.

This list is a series of suggestions. It is in no way intended to be complete or inflexible. However, it is recommended that an embassy give the first four items highest priority when planning a program.

APPENDIX C

EMBASSY ADOPTION PROGRAM EMBASSIES AND SCHOOLS, 1983-1984

EMBASSY	ELEMENTARY SCHOOLS
Argentina	Meyer
Australia	Fletcher Johnson
Austria	Woodridge
Bangladesh	Hobson
Belgium	Barnard
Bolivia	Stevens
Cameroon	Harris
Canada	Drew
Chile	Garrison
Cyprus	Raymond
Egypt	Mann
France	Fort Lincoln
Germany	Ross
Greece	Terrell, M.C.
Ghana	Young
India	Stoddert
Indonesia	Richardson
Israel	Slowe
Italy	Shepherd
Japan	Janney
Jordan	Gage Eckington
Kenya	Thomas
Korea	Amidon
Kuwait	Park View
Netherlands	Ketcham
New Zealand	Harrison
Niger	Syphax
Pakistan	Leckie
Peoples Republic of China	Lafayette
Peru	Walker Jones
Philippines	Randle Highlands
Sri Lanka	Benning
Sweden	Van Ness
Switzerland	Bunker Hill
Thailand	Brent
Turkey	West
Yugoslavia	Murch

APPENDIX D

STUDENTS DEMONSTRATING KNOWLEDGE
OF ADOPTED COUNTRY

STUDENTS DEMONSTRATING KNOWLEDGE
OF ADOPTED COUNTRY
N=22*

	Students Did Project		Students Did Not Do Project		Total Number Of Students	
	#	%	#	%	#	%
	12	42.9	16	57.1	28	100
	26	100	0	0	26	100
	15	65.2	8	34.8	23	100
	25	92.6	2	7.4	27	100
	3	12.5	21	87.5	24	100
	23	100	0	0	23	100
	16	84.2	3	15.8	19	100
	30	100	0	0	30	100
	11	47.8	12	52.2	23	100
	15	60	10	40	25	100
	25	64.1	14	35.9	39	100
	28	82.4	6	17.6	34	100
	28	93.3	2	6.7	30	100
	26	100	0	0	26	100
	27	93.1	2	6.9	29	100
	25	100	0	0	25	100
	15	60	10	40	25	100
	30	100	0	0	30	100
	40	83.3	8	16.7	48	100
	23	100	0	0	23	100
	20	80	5	20	25	100
	26	100	0	0	26	100
Total	489	80	119	20	608	100

* 59% Sample

APPENDIX E

RESULTS OF STUDENT QUESTIONNAIRE

Student Questionnaire
N=589*

1. As a result of the Embassy Adoption Program, how much did you learn about your EAP country?

None		A Little		A Lot		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
6	1	125	21	458	78	589	100

2. As a result of the Embassy Adoption Program how do you feel about your EAP country?

Like it Less		Like it the Same		Like it More		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
18	3	224	38	347	59	589	100

3. Would you like to visit your EAP country?

No		Maybe		Yes		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
21	4	154	26	414	70	589	100

* Represents about 50% of the students in the project.

APPENDIX F

INFORMATION BOOKLET FOR PREPARATION FOR
MINI UNITED NATIONS - TABLE OF CONTENTS

Information Booklet for the Mini United Nations
General Assembly Program - 1984 by Carole Bailey

TABLE OF CONTENTS

Background Information for Teachers	Page
I. Introduction	1
II. Nuclear Weapons and Their Effects	3
III. Conventional Weapons	6
IV. A Brief History of the Arms Race	7
V. The United Nations and Disarmament	9
VI. Social and Economic Implications	16
VII. Summary	19
Instructional Activities	20
United Nations	21
Nuclear Freeze and Disarmament	25
Social and Economic Consequences	35
Reduction of Military Spending	43
Peace and Conflict	50
Suggestions for Activities on Writing a Resolution	56
Annotated List of Terms	58
Acknowledgements	60
Enclosed Packets	
U. N. Background Materials	
Student Handouts	

APPENDIX G

MINI UNITED NATIONS INSTRUCTIONS

May 4, 1984

MEMORANDUM TO: Teachers Participating in the Mini United Nations

FROM: Susan Deerin, Director, Embassy Adoption Program

SUBJECT: Final Instructions for Mini United Nations Program

The Mini United Nations General Assembly has been scheduled for Friday, May 25, 1984, from 9:00 a.m. to 12:30 p.m. in the auditorium of the Marie Reed Learning Center, 2200 Champlain Street, N.W. (18th and California Streets). Street parking is very limited. If I can secure Police Department parking permits, I will mail them to you. Otherwise, please consider the parking problem, when you plan your time of departure from home. We would like the presentation of credentials to begin promptly at 9:00 a.m. After the Mini United Nations, the students and their chaperones will walk to Meridian House International, 1630 Crescent Place, N.W., for a "diplomatic reception" and tour. Every one should bring a bag lunch. Juice and cookies will be provided on the terrace. The reception should be over by 2:30 p.m.

Four delegates to the General Assembly should be selected from your class to represent the views of the country which your students have been studying in the Embassy Adoption Program. One of the four should be appointed spokesperson or "ambassador." The ambassador will be the one to present his/her delegation's credentials and to vote on all resolutions brought before the General Assembly. All delegates should have a general knowledge of the U.N., the General Assembly, a background on the "Disarmament Issue: The Need for International Cooperation" and a working vocabulary of the terms emphasized in the lesson plans. A chaperone, preferably you, the teacher, should accompany each delegation.

There will be four committees, meeting simultaneously, to discuss different aspects of the disarmament issue. Each delegate from your class should sign up for a different committee, be prepared to discuss that issue from his/her country's point of view, if possible, and help write a resolution appropriate for that committee.

The four committees are as follows:

#1 NUCLEAR FREEZE AND DISARMAMENT - This committee will write a resolution highlighting the dangers of nuclear war and calling for a nuclear weapons freeze or a reduction in nuclear weapons.

#2 SOCIAL AND ECONOMIC CONSEQUENCES OF THE ARMS RACE - This committee will write a resolution whch will bring to the world's attention the disastrous social and economic effects of our present arms race and military spending.

#3 REDUCTION OF MILITARY BUDGETS - This committee will write a resolution calling for a reduction in the military budgets of some or all the nations of the world.

#4 PEACE AND CONFLICT - This committee will write a resolution demanding that the nuclear powers seriously negotiate or participate in mediation toward an agreement to reduce their nuclear arsenals.

Each committee will be guided by an adult, but discussion is much more lively if each student comes prepared with several ideas for a resolution pertaining to his specific topic. Remind the delegates that there are no right or wrong solutions to these problems. The resolutions which stand the best chance of being passed are those which are clearly stated, simple in content and represent a compromise position acceptable to countries with different points of view.

Five students will be needed to serve as officers of the General Assembly. If you would like to nominate a student who is especially outstanding and speaks well in front of a group, please call Mary Janice Dicello at 686-9116 as soon as possible. She will need the student's home phone number in order to conduct a preliminary interview. She will then train the five students selected from those nominated.

In order to help prepare for the Mini U.N., the following items are included: (one of these requires a response from you)

1. Student Letter (4) - This is general information about the Mini U.N. and specific information regarding the rules and regulations of the General Assembly.

2. Credentials (4) - These should be completed in advance and presented at the Registration Desk by the ambassador on the day of the Mini U.N.

3. Agenda - A copy of the agenda is included for your information. Additional copies will be available at the Mini U.N.

4. Teacher Response Form - This form will enable us to prepare name tags and committee assignments prior to the Assembly. Please complete the form and return it to me at Duke Ellington School no later than Friday, May 18th.

I realize that May is already a busy month for you. I appreciate the extra effort it takes to participate in both the Embassy Adoption Program and the Mini U.N. I can assure you though, that your efforts are well worth it because these experiences will long be remembered by your students.

APPENDIX H

TEACHER RESPONSE FORM FOR AMBASSADOR
AND DELEGATES, MINI UNITED NATIONS

TEACHER RESPONSE FORM

Please complete and return this form to Susan Deering, Embassy Adoption Program, Duke Ellington School of the Arts, 35th and R Streets, N.W. 20007 or Route Mail #1, no later than May 18, 1984.

Student Delegates to the Sixth Mini United Nations General Assembly:

School _____ Teacher's Name _____

Country _____

1. Ambassador _____

   Committee Selection _____

2. Delegate #1 _____

   Committee Selection _____

3. Delegate #2 _____

   Committee Selection _____

4. Delegate #3 _____

   Committee Selection _____

APPENDIX I

CREDENTIALS FORM FOR ADMITTANCE OF
DELEGATES TO MINI UNITED NATIONS

CREDENTIALS

Dear Secretary General:

I hereby present _____,

our country's _____Ambassador
_____Delegate

to the Mini United Nations General Assembly to be held on Friday, May 25, 1984, at Marie Reed Learning Center in Washinton, D.C.

_____

(Head of State)

_____

(Country)

Committee Assignment:

The above named representative has been assigned to represent our country in the following committee (check one):

_____#1 Nuclear Freeze and Disarmament

_____#2 Social and Economic Consequences of the Arms Race

_____#3 Reduction of Military Budgets

_____#4 Peace and Conflict

APPENDIX J

AGENDA FOR MINI UNITED NATIONS

Retyped for Inclusion in Report

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

EMBASSY ADOPTION PROGRAM, E.C.I.A., CHAPTER 2

SEVENTH ANNUAL MINI UNITED NATIONS

GENERAL ASSEMBLY

AGENDA

Marie Reed Learning Center
May 25, 1984

9:00 a.m.	1. Presentation of credentials by ambassadors
9:30	2. Roll call of Member States
	3. "Boom"
9:45	4. Briefing by Mr. Theo Brown, Executive Director of Ground Zero
10:20	5. Committee Meetings: #1 Nuclear Freeze and Disarmament #2 Social and Economic Consequences of Arms Race #3 Reduction of Military Budgets #4 Peace and Conflict
11:00	6. Recess and refreshments
11:15	7. Second Session of the General Assembly called to order by the second president a. Report by the Secretary-General b. Presentation of resolutions - two speeches may be made for and two against each resolution. c. Vote - each ambassador may make a short speech as to why his or her country voted for or against the resolution.
_____	8. Adjournment
12:45 p.m.	9. Diplomatic reception at the Meridian House International 1630 Crescent Place, N.W.

APPENDIX K

ROLE OF WOMEN'S COMMITTEE MEMBERS

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

February 6, 1984

Memorandum to: Women's Committee Members, WFAS
Embassy Adoption Program Committee

From: Susan Deerin, Louise Mathieu and Cora Beebe
Co-chairman, Embassy Adoption Program (EAP)

Subject: Role of Women's Committee Members in Implementing the Embassy Adoption Program

Each member of the Women's Committee, who is participating in the Embassy Adoption Program, should assume the following responsibilities in order for the program to be educational for the children and run smoothly.

1. Refer to the attached chart to determine your assignment to work with an individual embassy and school.

2. Call the teacher and principal after the "Get Acquainted Tea" and make certain that the teacher feels comfortable in calling you for assistance, if necessary. Please give the teacher your work number if that would make it easier to contact you.

3. When you receive your invitation to the Tea call the embassy representative and the teacher to make certain that they are planning to attend the event, or send a representative in their place. Explain that you will be at the Tea to introduce them and answer any questions they may have about the program.

4. Remind the teacher to come to the Tea prepared to present the embassy representative with a choice of several dates which would be convenient for their class to visit the embassy in the spring. This gives the embassy representative time to work the visit into their own calandar.

5. Determine how you can best aid the teacher and students in their study of the "adopted country". Suggestions include; securing additional materials, setting up a pen pal exchange or helping the students prepare a song, dance or skit to present when they visit the embassy. You can also ask the embassy if it is possible to provide any of the suggested activities which are listed at the end of this packet.

6. Help the teacher schedule and plan the class visit with the embassy, if necessary. As soon as the date has been finalized please contact Susan Deerin at 654-4109 or leave a message at 282-2365 to request bus transportation.

7. Make certain the teacher requires that each student in the class write a paper or develop a project on their "adopted" country. The teacher and/or embassy representative will select the best paper or project to be presented when the class visits the embassy. The Women's Committee member should suggest that a small prize be awarded, by the embassy, to the student who prepares the best paper or project. Some embassies prefer to make the presentation to the whole class for their participation.

8. Because of our interest in the performing arts you are also asked to recommend that the students learn a song, dance or skit reflecting the culture of their "adopted" country. Suggestions might include: singing or playing the national anthem on a musical instrument, acting out a folktale, singing a folksong, reciting a poem, or greeting the representative in his/her native language. The teacher may need your help in getting some of the language. The teacher may need your help in getting some of the necessary background information from the embassy or another source.

9. Meet the students and their teacher at the embassy on the day of the visit.

10. Write a letter thanking the teacher and the embassy representative for their cooperation and participation in the EAP. The teacher requires that the children write thank you notes and the president of the Women's Committee writes a thank you letter to each ambassador.

11. Fill out and return an evaluation of your experience, when it is mailed to you, after the program ends in late May.

Thank you in advance for your support and assistance. We feel that this will be our most successful year to date for the Embassy Adoption Program.

APPENDIX L

INFORMATION FROM TEACHER WORKSHOP ON
IMPLEMENTATION OF THE EMBASSY ADOPTION PROGRAM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

EMBASSY ADOPTION PROGRAM

A Workshop for Teachers on the Implementation of the Embassy Adoption Program and the Mini U. N., January 11, 1984, 9:00 A.M.

Susan Deerin, Director
Embassy Adoption Program, Chapter 2

I. Introduction and Pretest

II. Embassy Adoption Program Overview

III. Suggested Activities and Additional Resources

IV. Break

V. Film

VI. Distribution and Explanation of the Mini U.N. Curriculum

VII. Overview of the Mini United Nations Program

VIII. Shared Experiences, Posttest and Evaluation

Workshop for the Embassy Adoption Program

OBJECTIVES

1. As a result of participating in a three hour training session, workshop attendees will demonstrate knowledge of the Embassy Adoption Program and steps necessary for its implementation.

2. As a result of this training session teachers will be able to effectively utilize the Mini United Nations curriculum materials and demonstrate knowledge of the steps to be followed in the implementation of the program.

EVALUATION STRATEGIES:

An evaluation questionnaire which elicits participants' opinion of the effectiveness of the workshop will be completed by each workshop attendee.

Pre- and posttest gains to demonstrate knowledge acquired will be used to measure the attainment of objectives number one and two.

Workshop at Langdon Instructional
Services Center, Room 231
January 11, 1984
Susan B. Deerin

IMPLEMENTATION OF THE
EMBASSY ADOPTION PROGRAM/
MINI UNITED NATIONS

ACTIVITIES:

1. An overview of the Embassy Adoption Program
2. Specific information on teacher responsibility in the program
3. An overview of the Mini United Nations Program
4. Information on implementation of the program

EXPECTED OUTCOMES:

1. Participants will demonstrate knowledge of the specific steps which must be followed in order to implement the Embassy Adoption Program successfully.
2. Using curriculum materials distributed at the workshop, teachers will have information to begin preparing their students to participate in the Mini United Nations Program.

SCHEDULE:

9:00 - 9:30	Overview of the EAP and steps for its implementation
9:30 - 10:00	Suggested activities and additional resources
10:00 - 10:15	Break
10:15 - 10:30	Film "BOOM"
10:30 - 11:00	Distribution of the Mini U.N. Curriculum and instruction on its use
11:00 - 11:30	Overview of Mini U.N. Program and steps for its implementation
11:30 - 12:00	Sharing experiences, questions and answers, evaluation
12:00 - 12:30	A culinary adventure

APPENDIX M

EVALUATION OF TEACHER WORKSHOP

EVALUATION OF E.A.P. TEACHER WORKSHOP
N=27*

Please rate each area by circling a number from 1 to 5, with the lowest rating at the left.

1. The manner in which the information was presented was:

Dull 1		2		3		4		Exciting 5		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	-	0	-	2	7	11	41	14	52	27	100

2. The clarity of the presentation was:

Difficult to Understand 1		2		3		4		Very Clear 5		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	-	0	-	2	7	4	15	21	78	27	100

3. The value of the workshop to me was:

Practically Useless 1		2		3		4		Extremely Useful 5		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	-	0	-	3	11	5	19	19	70	27	100

4. The workshop increased my knowledge of the E.A.P. and the Mini U.N. and the steps necessary for their implementation.

Dull 1		2		3		4		Exciting 5		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	-	0	-	1	4	5	19	21	78	27	100

5. The workshop objectives were met:

Not at All 1		2		3		4		Very Exciting 5		Total	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	-	0	-	0	-	6	22	21	78	27	100

* Represents a 73% response rate

APPENDIX N

PURPOSE OF PROGRAM MET BY STUDENTS - AND OTHER
QUESTIONNAIRE RESULTS - TEACHER EVALUATION

PURPOSE OF PROGRAM MET BY STUDENTS - TEACHER EVALUATION
N=25*

	Not At All 1		2		3		4		A Great Deal 5		NR		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students increased their knowledge of the culture of the country.	0	0	0	0	0	0	4	16	21	84	0	0	25	100
Students increased their knowledge of the history of the country.	0	0	0	0	3	12	7	28	15	60	0	0	25	100
Students increased their knowledge of the government of the country.	0	0	0	0	4	16	12	48	9	36	0	0	25	100
Students increased their knowledge of the geography of the country.	0	0	0	0	0	0	7	28	18	72	0	0	25	100
Students gained a greater respect for cultural differences.	0	0	0	0	0	0	4	16	21	84	0	0	25	100
Total	0	0	0	0	7	6	34	27	84	67	0	0	125	100

* Represents a 70% sample

GENERAL INFORMATION QUESTIONS

	Yes		No		No Response		Total	
	#	%	#	%	#	%	#	%
a. Were you able to attend the kick-off Tea at the Embassy of Turkey?	21	84	4	16	0	0	25	100
b. Do you feel that the Kick-off Tea serves a useful purpose in the overall program?	24	96	1	4	0	0	25	100
c. Do you feel that you received clear instruction as to your responsibilities in the program?	25	100	0	0	0	0	25	100
d. Did the representative of the Women's Committee assist you in contacting Embassy personnel?	16	64	7	28	2	8	25	100
e. Did the representative of the Women's Committee follow up if problems developed?	14	56	8	32	3	12	25	100
f. Would you be interested in participating in this program again next year?	25	100	0	0	0	0	25	100
g. Would you recommend that this embassy be included in the program next year?	24	96	1	4	0	0	25	100

4. What services did the embassy provide for our class other than the visit to the embassy?

	Response		No Response		Total	
	#	%	#	%	#	%
a. Embassy representative visited school and had discussion and answer period	9	36	16	64	25	100

	Response		No Response		Total	
	#	%	#	%	#	%
b. Embassy representative brought audio-visual material (film, slides, filmstrip, etc.) to show class	10	40	15	60	25	100
c. Embassy official gave cultural enrichment, as follows:						
(1.) Taught dance	2	8	23	92	25	100
(2.) Taught folk songs	1	4	24	96	25	100
(3.) Taught national anthem	2	8	23	92	25	100
(4.) Brought recipes	4	16	21	84	25	100
(5.) *Other - please specify	13	52	12	48	25	100

5. What activities did the embassy provide during the students' visits? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Discussion and answer period with representative	20	80	5	20	25	100
b. Tour of embassy	9	36	16	64	25	100
c. Film or slide show	15	60	10	40	25	100
d. Awards for projects	10	40	15	60	25	100
e. **Entertainment	4	16	21	84	25	100
f. Refreshments	19	76	6	24	25	100
g. Souvenirs	12	48	13	52	25	100
h. ***Other	5	20	20	80	25	100

*4.C5. Films on Australia; Drew maps-topography; clothing from country; Books brochures magazines, maps flags, money, stamps; Folktales, posters, booklets (Georgetown U.). Flags, posters, books; Presented a check to the school; Arts/crafts; Provided up-to-date study materials; Provided a film, posters, several travel books.

**5E. Did the dance LaCeuca; Folkdance, game; Talking Drum; Lunch at the Ambassador's Home.

***5H. Each student received a book on Australia, also the teacher received a lovely resource book; translated students names into German, taught other German words; Talked about Belgium; Slide presentation; Supplied film and booklets; Hand-outs flags; Books on Korea maps; pupils visited ambassador's home.

6. What type of presentation did the children give when they visited the embassy? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Read essays, reports, poems about the country	14	46	11	44	25	100
b. Presented a play or skit	1	4	24	96	25	100
c. Presented a book made by students about the country	5	20	20	80	25	100
d. Presented an art project	16	64	9	36	25	100
e. Sang the National Anthem	2	8	23	92	25	100
f. Sang folk songs	7	28	18	72	25	100
g. Played a musical selection	3	12	22	88	25	100
h. Greeted the Ambassador in the native language	5	20	20	80	25	100
i. *Other	7	28	18	72	25	100

*6I. Chn. played bells with anthem; two Bolivia Dances; Dutch folk dance; Presented choral reading of poetry; Sang and dedicated song; Did African Dance; Wrote reports about country and presented them. Performed an African dance. Wore native costumes.

7. Check any of the following activities which you developed to provide students with additional information about their "adopted" country. Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Prepared research projects	17	68	8	32	25	100
b. Prepared reports	22	88	3	12	25	100
c. Had cultural enrichment projects as follows:						
(1.) learned how to cook country's dishes	5	20	20	80	25	100
(2.) Learned folk songs and/or dances	12	48	13	52	25	100
(3.) Become familiar with native dress	18	72	7	28	25	100
(4.) *Other	9	36	16	64	25	100
d. Saw movies	18	72	7	28	25	100
e. Read newspaper and magazine articles about country	25	100	0	0	25	100
f. Had people who were familiar with or had visited country, come in and share experiences	8	32	17	68	25	100
g. Did some art work projects	20	80	5	20	25	100
h. Learned some of country's language	11	44	14	56	25	100
i. Watched T.V. programs relative to country	6	24	19	36	25	100
j. Wrote pen pal letters	1	4	24	96	25	100
k. **Other	4	16	21	84	25	100

*7C4. Learned various words in German; Tried on native dress, visited mosque; Visited Old Europe and had a Belgium meal. Ate lunch at Old Europe; Read and discussed folk tales; scrapbook of current events; Followed news about country in local papers, olympics; Learning the greeting of the country; Students did own research and wrote reports

**7K. Read folk tales from India; parents shared slides from various visits to Switzerland; Sent names to Jordan for pen pals; Visited mosque. Brought to share, materials and pictures from my daughter's trip to Jordan. She is visiting there again this summer.

8. When would you prefer to receive the Mini United Nations Curriculum? Please check one of the following:

	Response		No Response		Total	
	#	%	#	%	#	%
August	4	16	21	84	25	100
September	9	36	16	64	25	100
October	3	12	22	88	25	100
November	2	8	23	92	25	100
December	1	4	24	96	25	100
January	3	12	22	88	25	100
February	2	8	23	92	25	100
March	0	0	25	100	25	100
April	0	0	25	100	25	100

9. When would you suggest that the Mini United Nations take place? Please check one of the following:

	Response		No Response		Total	
	#	%	#	%	#	%
November	0	0	25	100	25	100
December	0	0	25	100	25	100
January	0	0	25	100	25	100
February	1	4	24	96	25	100
March	3	12	22	88	25	100
April	21	84	4	16	25	100

10. In your opinion, what were the strengths and weaknesses of the Mini United Nations booklets?

Response		No Response		Total	
#	%	#	%	#	%
17	68	8	32	25	100

The Mini United Nations booklets were an "all around" big help. (1) Good, but too difficult for 4th graders. (2) Situations that were group games and represented group situations to world situations were really well received. (3) Drop the club routine with rules as doesn't apply-no one wants to be part begin with. The materials presented strength. I was able to perceive the materials more rapidly because of the formation of the booklets.

The reading material is difficult even for the best students. There is very little reading that they can do independently; Activities, materials well planned, problem of duplicating copies; Activities and skill sheets, lesson should be/could me made from the 34 terms used by the U.N., etc. Necessary information was provided. Getting material printed for each child was (hectic) more clearer maps were needed; Booklets were excellent. Lessons were easy to understand. Activities were fun as well as educational. The lesson plans and follow-up work for students were excellent. Background materials very good but often pictures were needed to get a point across. Too much materials to teach along with preparing for Embassy and regular 6th grade Social Studies Curriculum.

Too much information for one semester. It's better geared to a full year's study; Excellent lesson plans with variety of activities well organized; A lot of information included could have been eliminated, too wordy, should just have included information relevant to issue; Some activities too difficult for use with whole class; The booklets should spell out the theme or topics more in details so the students will understand or better understand what their specific role will be; I found the booklet to be most informative. All areas were well covered. However I did find that it was rather long required a great deal of work; Mini United Nations Booklets provided students with necessary data for workshops.

11. If you are interested in participation next year please list three countries you would like to have adopt your class.

1 choice, NR = 3		1 choice, NR = 3		1 choice, NR = 4	
Austria	= 1	China	= 2	African Country	= 1
Canada	= 1	France	= 4	Argentina	= 2
Chile	= 1	Greece	= 1	Australia	= 1
China	= 1	Italy	= 2	Cypress	= 1
France	= 1	Japan	= 3	Egypt	= 2
Ghana	= 2	Mexico	= 1	France	= 1
India	= 1	Netherlands	= 1	Ghana	= 1
Italy	= 1	Saudi Arabia	= 1	Italy	= 2
Japan	= 5	Spain	= 1	India	= 2
Jordan	= 1	Sweden	= 1	Japan	= 1
Netherlands	= 1	Switzerland	= 1	Mexico	= 4
Philippines	= 2	Turkey	= 3	Niger	= 1
Trindad	= 1	United States	= 1	Turkey	= 1
Turkey	= 1			USSR	= 1
USSR	= 2				

12. Comments:

I feel that even though my children can compete with the six graders, it's asking too much of them to all this curriculum to their already heavy 4th grade. I think it would be better to encourage the children from Hardy Middle School to participate. I think it is an excellent program. One that should be publicized as a positive feature of the D.C. Public School. Another factor shows how hard the teachers work to make this program effective. The children leave the EAP with a wide spread knowledge of a country and some of the cultural advantages and disadvantages that enter into the political picture of the U.N. workings.

I feel that there is much more material than our otherwise busy days can consume. Not only does the child learn about the country - geography - culture, but about political leanings, but also the workings of the U.N. (which at times I find difficult to understand).

I like the program very much and will be privileged to do the program again; The students and I feel we have accomplished so much through our study of Greece. EAP was truly a rewarding and enjoyable experience.

As usual, this part of 6th grade social studies motivated the students and provided an exciting study toward the last part of school. The culminating activity is a wonderful learning experience; A worthwhile program that made students aware of the cultural differences and likenesses of a country.

This was my second year working with the Embassy Adoption Program. I have enjoyed all of the participation, and mostly I'm learning with my students.

Very interesting project. Children are learning about countries they probably never would be able to learn about. They are visiting and seeing places that they also will never get to see or visit; I think that all schools in the District of Columbia should have the experience of participating in this type of program.

Enjoyed the study and Mini United Nations as well as the students. Enjoyed program very much. We were unable to attend the Mini U.N. because we were scheduled for 6th grade orientation at Taft School on the same date.

Students benefited immensely. Program fits well with new sixth grade Social Studies curriculum, visited Jordanian Information Bureau instead of embassy, article about class printed in Jordanian newsletter; A great year again; It would be fantastic if all the students lessons could be put together in a booklet form (e.g. the teacher's curriculum), if funds could be provided, etc.

APPENDIX O

PURPOSES OF PROGRAM MET BY STUDENTS AND OTHER QUESTIONNAIRE RESULTS - WOMEN'S COMMITTEE

GENERAL INFORMATION QUESTIONS

	Yes		No		No Response		Total	
	#	%	#	%	#	%	#	%
a. Were you able to attend the Kick-off Tea at the Embassy of Turkey?	5	55.5	4	44.4	0	0	9	99.9
b. Did the teacher attend the Tea or send a representative?	7	77.7	2	22.2	0	0	9	99.9
c. Did the embassy send a representative to the Tea?	5	55.5	3	33.3	1	11.1	0	99.9
d. Do you feel that the Kick-off Tea serves a useful purpose in the overall program?	9	100	0	0	0	0	9	100
e. Do you feel that you received clear instruction as to your responsibilities in the program?	9	100	0	0	0	0	9	100
f. Would you recommend that your school be included in the program next year?	9	100	0	0	0	0	9	100
g. Would you recommend that this embassy be included in the program next year?	8	88.8	1	11.1	0	0	9	99.9

3. In what ways did you aid the teacher and students in the study of their "adopted country"? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Worked as liaison between school and embassy representative	7	78	2	22	9	100
b. Provided teacher with information on the performing arts of the country	4	44	5	56	9	100
c. Arranged the scheduling of the embassy visit	6	67	3	33	9	100
d. Met with children before embassy visit to talk about life in country	1	11	8	89	9	100
e. Arranged for someone from country to visit students and share experiences and knowledge	3	33	6	67	9	100
f. Provided materials (books, slides, records, etc.)	3	33	6	67	9	100
g. Arranged class visit to an ethnic restaurant	5	56	4	44	9	100
h. Other	0	0	9	100	9	100

4. What services did the embassy provide for your class other than the visit to the embassy? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Embassy representative visited school and had discussion and answer period	4	44	5	56	9	100

	Response		No Response		Total	
	#	%	#	%	#	%
b. Embassy respresentative brought audio-visual material (film, slides, filmstrip, etc.) to show class	4	44	5	56	9	100
c. Embassy official gave cultural enrichment, as follows:						
(1.) Taught dance	1	11	8	89	9	100
(2.) Taught folk songs	1	11	8	89	9	100
(3.) Taught national anthem	0	0	9	100	0	100
(4.) Brought recipes	2	22	7	78	9	100

4d. Embassy sent materials to teachers to use in studying country, as follows:

	Response		No Response		Total	
	#	%	#	%	#	%
(1.) Brochures	4	44	5	56	9	100
(2.) Books	3	33	6	67	9	100
(3.) Posters	4	44	5	56	9	100
(4.) Charts	1	11	8	89	9	100
(5.) Maps	3	33	6	67	9	100
(6.) Pictures	2	22	7	78	9	100
(7.) Films	2	22	7	78	9	100
(8.) Filmstrips	1	11	8	89	9	100
(9.) Slides	1	11	8	89	9	100
(10.) Records	0	0	9	100	9	100
(11.) Other	0	0	9	100	9	100

5. What activities did the embassy provide during the students' visit? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Discussion and answer period with representative	7	78	2	22	9	100
b. Tour of embassy	5	56	4	44	9	100
c. Film or slide show	6	67	3	33	9	100
d. Awards for projects	5	56	4	44	9	100
e. Entertainment	1	11	8	89	9	100
f. Refreshments	8	89	1	11	9	100
g. Souvenirs	3	33	6	67	9	100
h. Other	1	11	8	89	9	100

6. What type of presentation did the children give when they visited the embassy? Please check all that apply.

	Response		No Response		Total	
	#	%	#	%	#	%
a. Read essays, reports, poems about the country	5	56	4	44	9	100
b. Presented a play or skit	0	0	9	100	9	100
c. Presented a book made by students about the country	2	22	7	78	9	100
d. Presented an art project	3	33	6	67	9	100
e. Sang the National Anthem	0	0	9	100	9	100
f. Sang folk songs	2	22	7	78	9	100
g. Played a musical selection	2	22	7	78	9	100
h. Greeted the Ambassador in the native language	2	22	7	78	9	100
i. Other	1	11	8	89	9	100

7. Will you be able to serve on the Embassy Adoption Program Committee again next Fall?

Yes		No Response		Total	
#	%	#	%	#	%
7	78	2	22	9	100

Response		No Response		Total	
#	%	#	%	#	%
1	11	8	89	9	100

8. Please indicate any embassies you would like to suggest that we invite to participate in the program.

Response		No Response		Total	
#	%	#	%	#	%
1	11	8	89	9	100

PURPOSE OF PROGRAM MET BY STUDENTS

	Not At All 1		2		3		4		A Great Deal 5		NR		Total	
Items*	#	%	#	%	#	%	#	%	#	%	#	%	#	%
a	0	0	0	0	1	11	2	22	6	67	0	0	9	100
b	0	0	0	0	3	33	2	22	4	44	0	0	9	99
c	0	0	0	0	5	56	1	11	2	22	1	11	9	100
d	0	0	1	11	1	11	3	33	3	33	1	11	9	99
e	0	0	0	0	2	22	2	22	4	44	1	11	9	99
Total	0	0	1	2	12	27	10	22	19	42	3	7	45	100

*a. Students increased their knowledge of the culture of the country.
b. Students increased their knowledge of the history of the country.
c. Students increased their knowledge of the government of the country.
d. Students increased their knowledge of the geography of the country.
e. Students gained a greater respect for cultural differences of the country.

APPENDIX P

EMBASSY VISIT TRIP CONFIRMATION FORM

Embassy Adoption Program

Trip Confirmation

School _____

Teacher _____

Date of Trip _____ Time of Tour _____

Pick Up Time at the School _____ Return Time _____

Name of Embassy _____

Address _____

Trip Confirmed With McMichael Bus Company _____

Additional Information _____

Funds for bus transportation are provided by the Women's Committee, Washington Performing Arts Society.

Please contact me at 282-2365, or leave a message at 282-0123, if you have any questions or need to change any details of your trip to the embassy. Thank you very much.

Susan Deerin
Embassy Adoption Program